

Evaluate Education Options

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper

At a Glance

Students evaluate educational institutions by considering factors of importance to them.

Time: 75 minutes.

Essential Questions

- What occupations best match my priorities?

Preparation

- Secure computer lab with overhead projector and CIS access
- Make copies of the *Evaluate Education Options Worksheet*, one per student

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn a process for evaluating school or other life options. Explain that they will list school factors that are important to them and evaluate how well schools match these factors.
2. Show PPT Slide 2. Ask students, "What factors are important to you when considering a postsecondary school?" Write student responses on the board.
3. Ask them: how will you know if various schools meet the factors that are important to you?
4. Tell students that this activity will help them evaluate school options. Show CIS School Sort, specifically Undergraduate School Sort. Demonstrate how to use the program.
5. Instruct students to log into CIS using their Portfolio user names and passwords, then use School Sort and save their results.
6. Ask students to mark schools of interest using the stars in School Sort (show this procedure in *School sort*).
7. Provide 15 minutes for this assignment.
8. Show PPT Slide 3. Distribute page 1 of the *Evaluate Education Options Worksheet*.
9. Ask students to answer the questions from the bottom of Page 1 of the worksheet. Provide five minutes for this activity.
10. Show PPT Slide 4. Tell students that they are now going to evaluate several of the schools that they starred as favorites. Walk through the sample worksheet with six schools and seven factors.
11. Show PPT Slide 5. Distribute page 2 of the *Evaluate Education Options* worksheet. Review the instructions and ask if students have any questions on the instructions. Provide 20 minutes for students to complete this process.
12. Show PPT Slide 6. Discuss student findings.
 - What surprised you?
 - What did you learn about these schools?
 - What did you learn about your priorities?
 - How do you feel about your results?
 - What school stood out for you and why?
13. Show PPT Slide 7. Ask students to answer the question on the slide, repeated on the bottom of the *Evaluate Education Options Worksheet*, and post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Evaluate Options section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
- To shorten the time required, you could assign students to complete the worksheet table as a homework assignment.
- Students could make illustrations about these six schools and their important factors.

Assessment

Use the *Evaluate Education Options Worksheet* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Looking Deeper: Evaluate Options section of Career Plan. The following boxes need to be completed: **What did you learn about how you set goals and make decisions from the career work (School Sort and School Evaluation Grid) you just completed?**

Materials

Computer lab with overhead projector and CIS access

[Evaluate Education Options \(PPTX\)](#)

[Evaluate Education Options Scoring Guide \(PDF\)](#)

[Evaluate Education Options Scoring Guide \(DOCX\)](#)

[Evaluate Education Options \(PDF\)](#)

[Evaluate Education Options \(DOCX\)](#)

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening
- Mathematical Practice: Use Appropriate Tools Strategically

National Career Development Guidelines

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

American School Counselor Association

- Personal-Social, Academic Development, Career Development

Bloom's Taxonomy: Understanding, Analyzing, Evaluating

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Self-Confidence in Ability to Succeed
- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Use Time-Management, Organizational and Study-Skills
- Apply Self-Motivation and Self-Direction to Learning
- Apply Media and Technology Skills
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently
- Demonstrate Perseverance to Achieve Long- and Short-Term Goals

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment